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ABSTRACT

J. Vella, P. Berardinelli, and J. Burrow (1998) described the "accountability process" of program evaluation. This process was implemented to evaluate a Parents as Teachers program after a year of operation. Evaluation included determining goals, identifying objectives, and determining the focus. Critical elements were identified for educational outcomes, as were key stakeholders' needs and priorities. Learning tasks and materials, expected outcomes, evidence of change, and documentation were identified, and the evidence was analyzed. For the educational process, elements to evaluate and learning tasks and materials were determined. Expected outcomes and evidence of change were identified. Data gathering procedures were developed, and the evidence was analyzed. Existing program data were classified into six categories: (1) objectives and program content; (2) learning tasks and materials; (3) anticipated changes in learning; (4) evidence of change; (5) documentation of evidence; and (6) analysis of evidence. Results, which show the effectiveness of the program to the various stakeholders, will be used as baseline data for a longitudinal study of program effectiveness. The six data classifications are presented as a chart, and four forms used in the evaluation are attached. (SLD)

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Evaluating Existing Programs Using the Accountability Process

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Planning the evaluation component during program development is optimal but not always realistic. Evaluating existing programs requires "backing into evaluation". Founded in Baldwin and Ford's work on transfer and impact of professional training programs and Berardinelli and Burrow's accountability process Vella, Berardinelli, and Burrow (1998) described the accountability process of program evaluation.

The accountability process was implemented to evaluate a Parents as Teachers program after one year. Evaluation included determining goals, identifying objectives, and determining the focus (a combination of educational outcomes and educational process).

For educational outcomes, critical elements were identified, key stakeholders' needs and priorities were identified, learning tasks/materials were identified, expected outcomes were identified, evidence of change and documentation were identified, and analysis of evidence was determined.

For the educational process, elements to evaluate and learning tasks/materials were determined, expected outcomes and evidence of change were identified, data gathering procedures developed, and analysis of evidence determined.

Existing program data were put in one of six columns: Objectives and program content; learning tasks/materials; changes in learning, transfer and impact; evidence of change; and documentation of evidence. The researcher filled in analysis of data. Existing data determined program effectiveness except for a few circumstances. A telephone survey gathered data not found elsewhere.

Results showed school district, state department of education, legislators, and other key stakeholders the effectiveness of the Parents as Teachers program. Even though limitations exist when fitting an evaluation plan into an existing program, a few modifications can often allow the data for missing outcomes and process elements to be gathered. The comprehensive nature of the accountability process functioned as a template laid over the program. Under developed elements readily emerged, indicating areas for redesign. Evaluation results will be used as base line data for a longitudinal study of program effectiveness.

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1 Column1
Skills, Knowledge, Content, ABO

1. Knowledge: M will identify C's developmental level in areas of gross & fine motor, language and social development.
2. Skill: M will develop skills of working with C in developmentally appropriate ways such as in activities, expectations, & requests.
3. Attitude: M will develop attitude as C's first & foremost teacher.
4. M will identify resources available to help C.
5. ABO: M will process assessment & developmental activities with PE & respond, as indicated

Column 2
Learning Tasks, Materials

Learning Task: Denver Developmental Assessment

1. M observes as PE conducts assessment of C using Denver II at 6, 12, 24, 36 months
2. M & PE discuss results (developmental milestones) & behaviors C is capable of performing
3. M receives referrals from PE, if necessary

Materials
Denver II

Learning Task: Home Visit

4. During monthly visits, M receives "Your Child" handouts from PE who asks M to read between visits, PE & M will discuss next visit
5. In discussions with PE during home visits, developmental evaluations, & group meetings, M receives information about developmental milestones

Column 3
Anticipated Changes

M & PE use informal dialogue to discuss the assessment, results, referrals, and developmental milestones during home visits and, more formally, during group meetings.

Learning:

1. M discusses assessment & Your Child handout with PE, asks questions, PE clarifies
2. M identifies behaviors C is developmentally able to perform
3. M expresses a belief that she is C's first & foremost teacher.
4. M demonstrates skill in working with C in developmentally appropriate ways

Transfer:

1. M refers to previous information regarding assessment & developmental milestones in discussion with PE, group meeting members

Column 4
Evidence of Change

PE records- form 577:

1. C's developmental level-Denver [Denver score]
2. Discussion of C's developmental level/milestones/ behaviors prompted by C's behavior, Your Child handouts, Denver II [Discussion]
3. M's requests for developmentally appropriate behaviors from C [Observation M-C interactions]
4. Follow-up on referrals [Referral follow-up]

On Annual Summary

5. M demonstrates application of developmental milestone information with C during interactions

On Interview Form

6. Americorp volunteer calls M at 12, 24, 36 months

- A. How confident are you discussing C's development with PE?
- B. How confident are you in finding resources to answer your ques-

Column 5
Documentation of Evidence

1. PE documents information from Column 4, 1-4 on PAT form 577 (Home Visitor Report) after each visit.
2. Americorp volunteer records answers to interview questions on PAT interview form
3. GA records summary of answers from form 577 onto data collection sheets
4. Group Meeting Evaluation recorded after monthly group meeting and collated for year.

Column 6
Analysis of Evidence

1. GA records summary of PE & Americorp data on data collection sheet
2. At the 12, 24, 36 month points, summary data is analyzed by individual M and all PAT M's
3. 100% Yes answers to the monthly question "Did you and M discuss developmental milestones? AND
4. A mean of ≤ 2 on the question [from Annual Summary form]"How well does M integrate developmental milestones into her interactions with C?"
5. AND How often does M request developmentally appropriate behaviors from C? [source]
6. AND 70% referrals are followed up until professional terminates indicate successful completion of ABO

Materials
Your Child Series

2. M tells group meeting members about developmental milestones C has accomplished.
3. M demonstrates developmentally appropriate expectations/requests of child
4. M shares with PE & group meeting members incidents of serving as C's first & foremost teacher.
5. M follows up on referrals

Impact:
1. M feels confident discussing C's development, challenges, concerns
2. M initiates requests for appropriate professional help
3. M solicits help with developmental questions, concerns
4. M expresses confidence in parenting matters
5. M recognizes she is C's first & most important teacher.

tions about C's development?
- C. How confident do you feel as a parent?
- D. In the past year, have you asked for help from a professional to reduce a problem your experienced?
- E. How important do you feel you are as your C's first & foremost teacher?

Monthly Home Visitor Report-Form 577 Supplement
Parents as Teachers Program Evaluation

Family Number/Name_____ Date_____

For Previous Month's PAT Task Sheet Activity _____(#/description)
[PE asks M to rate]

1. How many times did you complete the PAT Task Sheet Activity with your child this month? _____

2. If you were to rate the success of the activity, would you rate it as

1	2	3	4	5
complete success	some success	minimal success	M did not initiate	C did not cooperate

3. If you were to rate your confidence in completing the activity, would you rate it as

1	2	3	4	5
complete confidence	some confidence	minimal confidence	M did not initiate	C did not cooperate

Report on homework activity [PE asks M to rate]

4. How well did your child complete the activity?

1	2	3	4	5
completely completed	somewhat completed	minimal completion	M did not initiate	C did not cooperate

5. If you were to rate the success of the homework activity, would you rate it as:

1	2	3	4	5
completely successful	somewhat successful	minimally successful	M did not initiate	C did not cooperate

6. What good/positive things did you notice as you did the activity? How might doing the activity help your child later in school? Write response in space below.

7. What concerns and challenges did you face as you did the activity? Write response in space below.

8. How confident did you feel about doing the activity?

1	2	3	4	5
complete confidence	some confidence	minimal confidence	M did not initiate	C did not cooperate

For Reading Activity-Itty Bitty Book Club [PE asks M]

9. How many books did you read to your child this month? _____

10. If you were to rate the success of the reading activity, would you rate it as:

1	2	3	4	5
completely successful	somewhat successful	minimally successful	M did not initiate	C did not cooperate

11. What good/positive things did you notice as you read the book? How might reading books help your child later in school? Write response in space below.

12. What concerns and challenges did you face as you read the books? Write response in space below.

13. How confident did you feel about doing the activity?

1	2	3	4	5
complete confidence	some confidence	minimal confidence	M did not initiate	C did not cooperate

14. Is there anything you'd like to share about your interactions with your child during the past month?

For Present Month's PAT Activity [PE rates M]

14. If you were to rate the success of this month's activity, would you rate it as:

1	2	3	4	5
complete success	some success	minimal success	M did not initiate	C did not cooperate

15. If you were to rate M's confidence in completing the PAT Task Sheet given on this date, would you rate it as:

1	2	3	4	5
complete confidence	some confidence	minimal confidence	M did not initiate	C did not cooperate

Telephone Interview
PAT Program Evaluation

Implemented at 12, 24, 36 Month Points

On a scale of 1-3 with 1 being very confident and 3 being not confident at all

1. How confident do you feel discussing your child's development with the parent educator?

1	2	3
Very confident	fairly confident	not confident at all

2. How confident do you feel that you can find resources that will answer your questions about your child's development?

1	2	3
Very confident	fairly confident	not confident at all

3. How confident do you feel as a parent?

1	2	3
Very confident	fairly confident	not confident at all

4. How important do you feel you are as your child's first and foremost teacher?

1	2	3
Very important	fairly important	not important at all

5. Which of these Petal Parenting Center events and activities did you attend?

___ Day at the Beach
___ Drop In
___ Health Fair

On a scale of 1 to 3 with 1 being very much and 3 being not at all,

6. Did the events you attended provide you with support from other parents?

1	2	3
Very much	somewhat	not at all

7. Were your questions about your child's development answered by the PE, referral sources, group meetings and other PPC activities?

Referral Summary Sheet
PAT Program Evaluation

Number of Referrals made
Total
By each family_____
By entire group_____
Mean
By entire group

Follow-up
M does not follow-up at all ____
M follows up 1 time ____
M follows-up until professional terminates ____
M aborts follow-up after ___ sessions

Family Number	Date	Referral Source	Appointments	Termination By Professional	By Parent

Criteria:
80% referrals are followed up by at least 1 appointment
70% referrals are followed up until professional terminates

Group Meeting Evaluation
Petal Parenting Center-Parents As Teachers Program

Number present_____

Characteristic	# who shared information
1. Refer to previously learned milestones information	
2. Talk about milestones C accomplishes	
3. Share something about role as child's first and foremost teacher	

4. Questions/more information about ideas discussed today: